



ABOUT RUNNING RECORDS

Running Records are one part of a three-part process to place students in instructionally appropriate level texts and determine whether or not students are ready to move up a level.

Part 1: Students read [Benchmark Passages](#) or [Benchmark Books](#), and you capture their reading behavior on Running Records.

Part 2: Students retell the text, and you use [Retelling Rubrics](#) to score their comprehension.

Part 3: Students take an oral or written Comprehension Quick Check Quiz, and each question's answer tells what skill it assessed to help you identify comprehension skills for additional practice.

Part 1: Listen to & Record Reading Behavior

Running Records allow you to assess reading behavior as students read from developmentally appropriate texts. They are used most often at the earlier stages of reading to monitor reading behavior and progress.

How to Use Running Records

Use the three-part assessment process at the beginning of the school year to place students into appropriate texts, and use the process throughout the year to monitor students' progress according to the schedule below.

Each Benchmark Passage and Benchmark Book comes with a customized Running Record.

Use a [blank running-record form](#) to perform running records on text other than those provided or for additional text from the upper-level Benchmark Books.

Digital Running Records on Raz-Kids.com

With our [online running record](#) tool on Raz-Kids.com, you can:

Assign a Benchmark Book from Levels aa-G

Assign a Benchmark Passage from Levels aa-Z

Listen to students' recordings from reading aloud a book or passage.

Score all student recordings using an online running-record tool.

Listen to students' recordings of retellings.

Score retellings using an online rubric.

See quiz questions missed and a report on which comprehension skills to support or re-teach with each student.

Reward students' progress through awarding stars to spend in the RAZ Rocket.

Track your students' progress over time.

Assessment Schedule

Developmental Level	Reading Level	Schedule
Early Emergent readers	Levels aa-C	every 2 to 4 weeks
Emergent readers	Levels D-J	every 4 to 6 weeks
Early fluent readers	Levels K-P	every 6 to 8 weeks
Fluent readers	Levels Q-Z	every 8 to 10 weeks

Students who are not progressing at the expected rate should be assessed even more frequently than the Assessment Schedule suggests.

Taking a running record takes practice. Before attempting a running record, read the procedural steps on taking, marking, and scoring a running record.

[**Taking a Running Record**](#)

[**Marking a Running Record**](#)

[**Scoring and Analyzing a Running Record**](#)

How to Choose an Assessment Text

Views differ as to whether students should be assessed using text they have never read or familiar text. We believe using a previously unread text will give a more accurate measure of a student's ability to read and comprehend text at the assessed level.

You can always have students read a [Benchmark Book](#) or [Benchmark Passage](#) before doing a running record if you prefer using previously read text.

You can also use the fiction-nonfiction passage pair on the same topic at each level. Use one passage from the pair to support a student's understanding of the topic before assessing with the other passage.

Parts 2 & 3: How to Assess Comprehension

Parts two and three of the three-part assessment process provide details about a student's understanding and comprehension using retellings and Comprehension Quick Check Quizzes.

[Retelling Rubrics](#) provide details that identify strengths and weaknesses students might have comprehending fiction or nonfiction texts; including analysis of text structures.

[Benchmark Passages](#) have written-response quizzes with an answer key. Use the skill tags on the answer key to see comprehension strengths and opportunities for additional instruction.

[Benchmark Books](#) have oral-response quizzes with possible correct answers and a **Comprehension Analysis chart**. Question types are text-based, inferential, and critical response and should be tallied to show strengths and opportunities for instruction.

Mark correct answers with a plus and incorrect answers with a minus. Write what the student said for incorrect answers.

Calculate the appropriate Comprehension Level by dividing the total points scored in all question type categories by the total points available.

Placing and Moving Up Students

Use the chart below along with the other information you learn from the three-part assessment process to determine if students are ready to move up a level.

Scores

Running Record	Quick Check Comprehension Quiz	Action
95% +	95% +	Advance Student a Level
95% +	80-94%	Instruct at this Level

Running Record	Quick Check Comprehension Quiz	Action
95% +	<80%	Lower a Level, Assess Again
90-94%	80-94%	Instruct at this Level
90-94%	<80%	Lower a Level, Assess Again
<90%	N/A	Lower a Level, Assess Again

How Do I Reward Students' Reading Progress?



Reward students' progress with [Benchmark WOWzers](#).